



Forprofit Higher Education

John Sperling, Robert W. Tucker

Forprofit Higher Education:

For-Profit Higher Education John G. Sperling, Robert W. Tucker, Today a college degree is needed to ensure an avenue to a decent standard of living The workplace demands lifelong learning since most workers will change careers several times before retiring Meanwhile attaining a degree is becoming more difficult both in terms of the time required and money This affects not only individuals but encourages lawmakers to seek alternatives This book examines higher education programs designed for and delivered to working adult students under a unique for profit model one that benefits both taxpayer and student *For-profit Higher Education* John G. Sperling, Robert W. Tucker, 1997 Today a college degree is needed to ensure an avenue to a decent standard of living The workplace demands lifelong learning since most workers will change careers several times before retiring Meanwhile attaining a degree is becoming more difficult both in terms of the time required and money This affects not only individuals but encourages lawmakers to seek alternatives This book examines higher education programs designed for and delivered to working adult students under a unique for profit model one that benefits both taxpayer and student

For-Profit Colleges and Universities Guilbert C. Hentschke, Vicente M. Lechuga, William G. Tierney, 2023-07-03 Do for profit colleges and universities FPCUs pose a threat to traditional providers of higher education or do they play a vital role at a time when the capacity of public and private non profits to meet demand is constrained With the US no longer the leader in developing a college educated workforce can FPCUs help redress the competitive gap What can be learned from the management practices and growth of FPCUs that now number close to 3 000 institutions in the US whose increase in enrollments has out paced that of traditional institutions and who now grant around 8% of all degrees This book offers a clear eyed and balanced analysis of for profit colleges and universities reviewing their history business strategies and management practices setting them in the context of marketplace conditions the framework of public policy and government regulations and viewing them in the light of the public good Individual chapters variously explore FPCU s governance how they develop courses and programs and the way they define faculty work present findings from in depth interviews with part time and full time faculty to understand how external forces and the imperative of profit generation affect faculty roles and responsibilities of faculty analyze policy considerations that affect FPCUs including federal regulation and oversight accountability and assessment and the legal and regulatory issues FPCUs face internationally and finally address the notion of academic freedom and the distribution of public monies to FPCUs Looking beyond FPCUs current strategy of offering career programming to non traditional students the book reveals how they are positioning themselves to meet future market needs by developing new programs targeting a wider group of students Recognizing that FPCUs are more developing than fully developed the authors convey both the current state and the unresolved issues facing these businesses and in so doing surface enduring topics that face all of post secondary education *For-Profit Education in the United States* ,2008 For profit higher education is not new In fact profit motive has played an important role in providing

higher education since the Golden Age of Greece when anyone could open up a private school and teach Coulson 1999 Competitive for profit education was particularly prominent in Athens which led the city to become a beacon of learning Coulson 1999 For profit education was all but wiped out during the Middle Ages but reemerged in the early Renaissance when private instructors were hired to teach merchants the method of double entry bookkeeping Reigner 1959 Since the late fifteenth century forprofit higher education has continued to develop During the nineteenth century well organized forprofit business schools were founded across America and for profit education developed into a very important form of higher education Kinser 2006 Compelled by market forces for profit schools sprang up where needed to fill the educational needs of the population Starting in the mid 1970s and accelerating through the 1980s and 1990s for profit education underwent a renaissance due in large part to the 1972 reauthorization of the Higher Education Act which increased the amount of government student aid available to for profit schools Kinser 2006 Turner 2006 During this era the broadened scope of Pell Grants gave rise to an increasing number of for profit universities offering associates bachelors and graduate degrees Turner 2006 Since 1976 for profit enrollment has grown at an annualized growth rate of about 11 percent increasing by a factor of nearly twenty three For profits market share of higher education has gone from 0.4 percent to nearly 6 percent U S Department of Education National Center for Education Statistics 2006a The robust resurgence of for profit schools suggests America s nonprofit colleges are failing to meet fully the people s needs As a result for profits are stepping in to meet market demands their highly subsidized counterparts have chronically failed to satisfy These recent and rapid developments have once again brought for profit education national visibility *Higher Ed, Inc.* Richard S. Ruch, 2003-08-11 Winner of the 2002 Alice L. Beeman Research Award for Outstanding Writing about Communications from the Council for Advancement and Support of Education Among higher education institutions in the United States for profit colleges and universities have steadily captured a larger share of the student market A recent trend at for profit institutions is the coupling of job training with accredited academic programs that offer traditional baccalaureate professional and graduate degrees Richard Ruch with administrative experience in both the nonprofit and for profit sectors of higher education takes us inside these new for profit institutions describing who teaches there who enrolls and why and how the for profits are managed and by whom He analyzes their different structures services and outlook on higher learning and training and explains in detail how they make profits from tuition income In *Higher Ed Inc* Ruch opens up the discussion about for profit higher education from the perspective of a participant observer Focusing on five providers the Apollo Group the University of Phoenix Argosy Education Group the American Schools of Professional Psychology DeVry Inc DeVry Institutes of Technology Education Management Corporation the Art Institutes International and Strayer Education Strayer University he conveys for the first time what it feels like to be inside this new kind of American institution He is also candid about the less attractive aspects of the for profit colleges including what those who enroll may give up As Ruch makes clear the major for profit colleges and universities offer

a different approach to higher education one that may be increasingly influential in the future

For-profit Higher Education Students Brian J. Young, 2015 For that reason the differences between students at for profit institutions and those at nonprofit institutions require an in depth analysis

For-Profit Universities Tressie McMillan Cottom, William A. Darity, Jr., 2017-04-03 This edited volume proposes that the phenomenon of private sector financialized higher education expansion in the United States benefits from a range of theoretical and methodological treatments Social scientists policy analysts researchers and for profit sector leaders discuss how and to what ends for profit colleges are a functional social good The chapters include discussions of inequality stratification and legitimacy differing greatly from other work on for profit colleges in three ways First this volume moves beyond rational choice explanations of for profit expansion to include critical theoretical work Second it deals with the nuances of race class and gender in ways absent from other research Finally the book s interdisciplinary focus is uniquely equipped to deal with the complexity of high cost low status for profit credentialism at a scale never before seen

For-Profit Education in the United States James Coleman, Richard Vedder, 2008

For profit higher education is not new In fact profit motive has played an important role in providing higher education since the Golden Age of Greece when anyone could open up a private school and teach Coulson 1999 During the 19th century well organized for profit business schools were founded across America and for profit education developed into a very important form of higher education Kinser 2006 During the early 20th century however for profit schools found their markets undercut by the establishment of publicly funded colleges and vocational institutions Higher education during the 20th century underwent drastic changes as reformers forcefully argued education was the business of the state and society could be improved by strong publicly backed schools Coulson 1999 Starting in the mid 1970s and accelerating through the 1980s and 1990s for profit education underwent a renaissance due in large part to the 1972 reauthorization of the Higher Education Act which increased the amount of government student aid available to for profit schools Kinser 2006 Turner 2006 Since 1976 for profit enrollment has grown at an annualized growth rate of about 11 percent increasing by a factor of nearly 23 The robust resurgence of for profit schools suggests America s nonprofit colleges are failing to meet fully the people s needs As a result for profits are stepping in to meet market demands their highly subsidized counterparts have chronically failed to satisfy These recent and rapid developments have once again brought for profit education national visibility This paper presents useful data for analyzing the for profit sector as a whole It also discusses the success of for profit higher education highlights the challenges the industry faces and describes the future of for profit education in the United States Contains 27 figures and 2 tables

For Profit Higher Education , 2012

For-profit Higher Education John Sperling, 2017-07-05

Today a college degree is needed to ensure an avenue to a decent standard of living The workplace demands lifelong learning since most workers will change careers several times before retiring Meanwhile attaining a degree is becoming more difficult both in terms of the time required and money This affects not only individuals but encourages lawmakers to seek alternatives

This book examines higher education programs designed for and delivered to working adult students under a unique for profit model one that benefits both taxpayer and student **For Profit Higher Education**, 2012 *Earnings from Learning* David W. Breneman, Brian Pusser, Sarah E. Turner, 2012-02-01 *Earnings from Learning* examines the historical and contemporary factors that have fueled the rise of postsecondary for profit degree granting institutions as a dynamic and powerful force in education The contributors focus on such institutions as the University of Phoenix DeVry and Strayer to present theoretically grounded and data driven research from a variety of disciplinary perspectives They document unprecedented shifts in the postsecondary political economy and landscape and evaluate the implications for nonprofit institutions including understanding the public and private benefits of higher education postsecondary access and success institutional resource allocation competition governance and technology *For-Profit Higher Education* Daniel L. Bennett, Adam R. Lucchesi, Richard K. Vedder, 2010 During the 2008 2009 academic year there were nearly 1 8 million students enrolled at more than 2 800 for profit institutions of higher learning in the United States Students in for profit colleges and universities accounted for over 9% of all students enrolled in postsecondary education The numbers have continued to grow and today 2010 the number is rapidly approaching two million about 10 percent of total student enrollments The recent growth of the for profit education industry has aroused some criticism and concerns about the place of profit in an educational setting and practices within the industry Critics argue that for profit universities are simply diploma mills that push students through programs of dubious quality with the primary goal of increasing the firm s bottom line Supporters of the industry assert that it provides educational opportunities to traditionally underserved students in areas of study that directly increase students employability While neither extreme view is likely to be completely accurate there is no doubt that for profit educational institutions are becoming a much more prominent part of the higher education landscape The primary purposes of this report are to provide an objective overview of the industry and its students to discuss operational differences between the traditional educational sector and for profits to assess the regulatory environment facing the industry and to examine the economics of education as a profit making enterprise Contains 21 figures 2 tables and 227 notes [For-profit Higher Education](#) John Sperling, Robert W. Tucker, 2017 Today a college degree is needed to ensure an avenue to a decent standard of living The workplace demands lifelong learning since most workers will change careers several times before retiring Meanwhile attaining a degree is becoming more difficult both in terms of the time required and money This affects not only individuals but encourages lawmakers to seek alternatives This book examines higher education programs designed for and delivered to working adult students under a unique for profit model one that benefits both taxpayer and student Provided by publisher **Handbook on the Politics of Higher Education** Brendan Cantwell, Hamish Coate, Roger King, 2018 Understanding the politics of Higher Education is becoming more important as the sector is increasingly recognised as a vital source of innovation skills economic prosperity and personal wellbeing Yet key

political differences remain over such issues as who should pay for higher education how should it be accountable and how we measure its quality and productivity Particularly are states or markets the key in helping to address such matters The Handbook provides framing perspectives and perspectives chapters on funding governance and regulation and pieces on the political economy of higher education and on the increased role of external stakeholders and indicators **Higher Education: Handbook of Theory and Research** Michael B. Paulsen, Laura W. Perna, 2019-04-02 Published annually since 1985 the Handbook series provides a compendium of thorough and integrative literature reviews on a diverse array of topics of interest to the higher education scholarly and policy communities Each chapter provides a comprehensive review of research findings on a selected topic critiques the research literature in terms of its conceptual and methodological rigor and sets forth an agenda for future research intended to advance knowledge on the chosen topic The Handbook focuses on a comprehensive set of central areas of study in higher education that encompasses the salient dimensions of scholarly and policy inquiries undertaken in the international higher education community Each annual volume contains chapters on such diverse topics as research on college students and faculty organization and administration curriculum and instruction policy diversity issues economics and finance history and philosophy community colleges advances in research methodology and more The series is fortunate to have attracted annual contributions from distinguished scholars throughout the world

From Main Street to Wall Street: For-Profit Higher Education Kevin Kinser, 2006-02-13 The focus is more on questions relating to the organization and educational mission of the for profit sector than on its economics Finally the overall purpose of this effort is to focus on for profit higher education as a third sector of the higher education enterprise part of the same universe of institutions as traditional not for profit private and public colleges and universities Significant scholarship has been devoted to the public and nonprofit private sectors drawing out their distinctiveness and organizational idiosyncrasies Similar attention should be paid to this third sector with close attention to the variety of practices that fall under the label of for profit higher education **Access in U.S. Higher Education: What Does the For-Profit Sector Contribute?** Kevin Kinser, 2009 The private sector's role in higher education access has received limited attention though the expansion of the sector globally has immediate implications for the ability of the system to serve more students In the U S case the private sector includes both nonprofit and for profit forms with the for profit institutions comparable in critical ways to the growing private sector in other countries Developing quickly as significant members of the higher education enterprise in the U S for profits can be compared along several access dimensions with public and nonprofit institutions to determine how they contribute to overall access in the U S system This comparison demonstrates the role of for profit higher education as an access path in terms of scope of programs offered the numbers and types of students served and the cost of providing access in a for profit model Yet this assessment shows the ambiguity of access as it relates to the for profit sector It is clear that for profit higher education increases the availability of higher education beyond what it would be with exclusively public

provision In addition new students are brought into higher education who may not be served by existing institutions But this access comes at a cost Most obviously the personal expense incurred by students pursuing this path is constraining even though the U S indirectly subsidizes the sector through financial aid to all students Access is also constrained by the limited scope of programs available in the for profit sector and the limited capacity of most institutions Quality and efficacy remain a concern especially considering much aid is in the form of loans that students must repay after graduation Because of the importance of the aid subsidy to the viability of the for profit sector access remains dependent on state support even as the sector serves successfully as an alternative path to higher education Contains 8 tables 12 figures and 16 endnotes

Property Ownership and Private Higher Education in China Spring Su, 2011-05-13 Recent decades have witnessed the proliferation in China of huge numbers of private universities and colleges in response to a wide ranging spectrum of socio economic and political demands under the country s flourishing market economy and its wholesale pursuit of decentralization This book explores the issue of property ownership an area which is regarded as an essential element in the attraction into the sector of local private institutions and foreign partnerships as well as in facilitating the future development of the country s existing institutions The focus throughout this book is primarily on the legal economic managerial and financial aspects of the relevant issues as well as other related topics such as consumer protections and fund raising activities A feasibility analysis and discussion is also provided on for profit universities and their potential market niches in China in recognition of the fact that the current regulations which allow private universities to maintain a non profit status whilst actually enjoying profit returns clearly provides some legitimacy to the phenomenon of for profit in disguise It is argued in this book that such quasi profit regulations may further exacerbate profiteering behavior whilst it is also noted that in the short term there is a clear need to provide adequate protections within the apparent hybrid version of an ownership system a system characterized by a mix of capitalism and socialism through the adoption of a definitive legal framework within which economic actors can coordinate their efforts through a mutually understood framework of action Finally it is clear that in the transition from the rule of the people to the rule of law legislation practices and compliance do not always go hand in hand in China thus the healthy development of the educational sector will undoubtedly require some time as well as the introduction of complementary mechanisms for such legislation to be fully enforced in practice This book concludes **Higher Education: Including Public, Nonprofit, and For-Profit Institutions in a Single Definition is Unlikely to Immediately Affect Federal Spending, but Long-term Effects are Unclear** ,

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